

Instructional Techniques (501)

1959

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SECRET*Office Memorandum* • UNITED STATES GOVERNMENT

TO : Director of Training

DATE: 27 August 1959

FROM : Chief Instructor, Instructional Techniques Course

SUBJECT: Final Course Report, Instructional Techniques Course No. 40

I. Characteristics of This Course

The student body was composed of GS-9 and GS-11 communications personnel whose primary responsibility is instruction in the various courses offered by the Office of Communications. Of main concern to the Training Officer, OC, was the training of these students to properly lecture and conduct demonstrations.

II. Administrative Factors

A. Dates: 17 - 21 August 1959 (40 hours)

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B. Location: [REDACTED]

C. Number of Students: Six from OC (one student was excused due to an emergency; he will enroll in ITC #41, 31 Aug. to 4 Sept. [REDACTED]) 25X1A

D. Grade Level: Two, GS-9; Four, GS-11

E. Educational level: Two students claimed Bachelor Degrees, four claimed no college degrees.

F. Assignments: All students were either presently instructing or just entering duty as instructors.

G. Support: Obtained from OTR Film Library in the loan of seven instructional films covering the areas of Principles of Learning, Lesson Planning, Speech Techniques.

III. Academic Factors (Refer to attached Course Outline)

A. Objectives

1. To acquaint the student with the learning process.
2. To show the student how the principles of learning are applied to instruction and offer practical teaching experience in applying them.

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B. Determination of Course Content

1. Objectives were determined in a previous meeting with OC Training Officers with respect to job-related tasks required of their instructors.
2. Course outline was designed specifically to meet these determined objectives.
3. To meet specific need of this group of students, the present course was tailor-made in two ways: (1) by selection and emphasis of instructional methods covered and (2) by student application to content he would be teaching.
4. Underlying philosophy was one of directed and guided student activities consistent with objectives of course.

C. Methods of Instruction

1. In every aspect of training, the students were responsible for directly participating in the classroom activities or were responsible for critiquing or evaluating indirectly all classroom activities of other students.
2. The methods of instruction comprised the following: study periods; instructor-directed class discussion periods (covering items not included directly in hand-outs and stressing certain key points included in hand-outs); presentation by each student of a lecture, a demonstration, and a 30 minute lesson plan of his own design; student oral and written evaluation of other class member presentations, with a summary evaluation by the instructor; training films.
3. A time analysis of the ITC curriculum indicates the following division:

Administrative	2%
Student study periods	20%
Directed class discussions	24%
Student presentations and	
class critiques	47%
Film and class discussions	7%
	100%
4. For each major topic (lecture, demonstration, lesson presentation, etc.) the sequence of instruction was designed to provide for student application immediately after class discussion of the topic; e.g.:

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- a. Study period to read handout on lesson planning and make final preparation for individual classroom presentation of a lesson plan.
- b. Class discussion on lesson planning.
- c. Presentation by each student of a 30 minute lesson in the subject area in which the student is teaching or will be assigned.
- d. Instructor and class evaluation of each student performance, using written critique guide.

D. Student Performance and Methods of Evaluation

1. Insofar as possible, the principles of learning and teaching were applied to the evaluation methods.
2. Each class session was conducted primarily on a discussion basis involving an extensive use of oral questioning by the instructor, and contributed to by the students. Such questioning served also as an evaluative device, primarily for the benefit of the student to ascertain his grasp of the subject matter under discussion.
3. In conducting each practical exercise, the principle of immediate feedback was applied to maximize learning. Immediately following each individual presentation, a student would be orally critiqued by class members and the instructor. For most exercises written critique forms were used to guide these critique discussions. At the close of the oral critique the completed forms were turned over to the student so he could review the ratings and specific comments made by the other class members and the instructor. Even in this course of only one week's duration, there was noticeable improvement in student performance. There is little doubt that this improvement was due in considerable part to the immediate, specific, individualized feedback provided for each of the presentations made by each student.
4. Upon the basis of these critiques and evaluations, the determination was made that each student satisfactorily completed the course.

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5. The final evaluation report to the supervisor and the student, as well as for personnel record purposes, is in the form of a narrative report specifying course objectives and material covered, with a brief statement added, where applicable, noting strengths and weaknesses of each student. (Copy of final evaluation report attached)

VI. Recommendations

None needed at this time.

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INSTRUCTIONAL TECHNIQUES COURSE OUTLINE

#40 17-21 Aug. 1959

#41 31 Aug-4 Sept. 1959

MONDAY

Orientation

Purpose of Course

Course Outline

Security

Each student will give a 5 minute talk related to himself and covering such items as early life, education and subject matter studied, work history, armed forces experiences, travel, agency experiences and work (unclassified)

Study period

Read handouts "Principles of Learning" and Principles of Teaching"

Class discussion

Principles of learning/teaching

Study period

Read handout "Building Tools for Evaluation"

Class discussion

Principles of evaluation

TUESDAY

Study period

Read handout "Speech Techniques"

Each student will prepare a 5 minute talk on some Current Events subject related to his own subject matter area

Class discussion

Speaking techniques

Student talks prepared above. Critique by class/instructor

Study period

Read handout "Methods of Instruction: The Lecture"

Each student will prepare a 15 minute lecture on some phase of his own subject matter area.

Class discussion

Lecturing techniques

Student lectures prepared above. Critique by class/instructor.

WEDNESDAY

Study period

Read handout "Method of Instruction: The Demonstration"

Each student will prepare a 20 minute demonstration on some phase of his own subject matter area

Class discussion

Techniques of demonstrations

Each student will give his demonstration prepared above. Critique by class/instructor

THURSDAY

Study period

Read handout "The Lesson Plan"

Each student will prepare a lesson plan on some phase of his own subject matter area. This lesson plan should cover approximately 30 minutes for presentation time.

Class discussion

The lesson plan

Each student will briefly outline to the class the procedure he intends to use in giving this lesson to the class. Instructor and class will critique the outlined procedure.

Study period

Read handout "Training Aids"

Class discussion

Training aids.

FRIDAY

Study period

Review of previous work

Final preparation of Lesson Plan presentation

Student presentation of lesson as developed above (30 minutes for each student). Critique of presentation by class/instructor

NOTE: Each student will prepare his final Lesson Plan in sufficient copies so that the instructor and each class member will each have a copy at the time of presentation.

A number of training films will be used during this course and shown where pertinent to the material discussed.

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STANDARD FORM NO. 64

SECRET*Office Memorandum* • UNITED STATES GOVERNMENT

TO : Director of Training

DATE: 26 October 1959

FROM : Chief Instructor, Instructional
Techniques CourseSUBJECT: Final Course Report, Instructional
Techniques Course No. 42

I. Characteristics of this Course

The student body was composed of GS-11 through GS-14 personnel whose primary responsibility is instruction in the several courses offered by the Operations Support Training Faculty. Of main concern to the Chief Instructor, Operations Support Training Faculty, was the training of these students to properly lecture, plan lessons, and conduct discussion sessions.

II. Administrative Factors

A. Dates: 19-23 October 1959 (40 hours)

B. Location: Building [REDACTED]

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C. Number of Students: 7

D. Grade Level: 2 GS-11
2 GS-12
1 GS-13
2 GS-14

E. Educational Level: Three claimed Bachelor Degrees, including one with a Master's Degree. Four claimed no college degrees but with credits in college courses.

F. Assignments: All students were presently instructing.

G. Support: Obtained from OTR Film Library in the loan of seven instructional films covering the areas of Principles of Learning, Lesson Planning, Speech Techniques, Audio-Visual Aids, and Discussion Techniques.

III. Academic Factors (Refer to attached Course Outline)

A. Objectives

1. To acquaint the student with the learning process.

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2. To show the student how the principles of learning are applied to instruction and offer practical teaching experience in applying them.

B. Determination of Course Content

1. Objectives were determined in a previous meeting with Chief Instructor, Operations Support Training Faculty with respect to job-related tasks required of her instructors.
2. Course outline was designed specifically to meet these determined objectives.
3. To meet specific need of this group of students, the present course was tailor-made in two ways: (1) by selection and emphasis of instructional methods covered and (2) by student application to content he would be teaching.
4. Underlying philosophy was one of directed and guided student activities consistent with objectives of course.
5. Prior to the running of this course and subsequent to the determination of the Course Content, the Chief Instructor, ITC, monitored at least one actual instructional presentation of each instructor (except one) in either the Administrative Procedure or Operational Support Courses. Further, since the Chief Instructor, ITC, is scheduled to monitor each of these two courses in their entirety; an individual follow up in the classroom of each instructor will not be made.

C. Methods of Instruction

1. In every aspect of training, the students were responsible for directly participating in the classroom activities or were responsible for critiquing or evaluating indirectly all classroom activities of other students.
2. The methods of instruction comprised the following: study periods; instructor-directed class discussion periods (covering items not included directly in handouts and stressing certain key points included in handouts); presentation by each student of a lecture, a discussion methods session, and a 30 minute lesson plan of his own design; student oral and written evaluation of other class member presentations, with a summary evaluation by the instructor; training films.

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3. A time analysis of the ITC curriculum indicates the following division:

Administrative	2%
Student study periods	20%
Directed class discussions	24%
Student presentations and class critiques	27%
Film and class discussions	7%
	<u>100%</u>

4. For each major topic (lecture, discussion methods, lesson presentation, etc.) the sequence of instruction was designed to provide for student application immediately after class discussion of the topic; e.g.:
- Study period to read handout on lesson planning and make final preparation for individual classroom presentation of lesson plan.
 - Class discussion on lesson planning.
 - Presentation by each student of a 30 minute lesson in the subject area in which the student is teaching or will be assigned.
 - Instructor and class evaluation of each student performance, using written critique guide.

D. Student Performance and Methods of Evaluation

- Insofar as possible, the principles of learning and teaching were applied to the evaluation methods.
- Each class session was conducted primarily on a discussion basis involving an extensive use of oral questioning by the instructor, and contributed to by the students. Such questioning served also as an evaluative device, primarily for the benefit of the student to ascertain his grasp of the subject matter under discussion.
- In conducting each practical exercise, the principle of immediate feedback was applied to maximize learning. Immediately following each individual presentation, a student would be orally critiqued by class members and the instructor. For most exercises written critique forms were used to guide these critique discussions. At the close of the oral critique the completed forms were

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turned over to the student so he could review the ratings and specific comments made by the other class members and the instructor. Even in this course of only one week's duration, there was noticeable improvement in student performance. There is little doubt that this improvement was due in considerable part to the immediate, specific, individualized feedback provided for each of the presentations made by each student.


4. Upon the basis of these critiques and evaluations, the determination was made that each student satisfactorily completed the course.
5. The final evaluation report to the supervisor and the student, as well as for personnel record purposes, is in the form of a narrative report specifying course objectives and material covered, with a brief statement added, where applicable, noting strengths and weaknesses of each student. (Copy of final evaluation report attached)

E. Distinguishing feature of this Course

Included in the course was a session on the general area of discussion methods and techniques. In this session was presented many of the specialized techniques in conducting panels, seminars, conferences, class discussions, etc. with special emphasis on the skills related to good questioning techniques. Methodology of instructing this session is similar to the example in III C 4, above.

VI. Recommendations

None needed at this time. 25X1A



Attachments

1. Course Outline
2. Evaluation Report

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INSTRUCTIONAL TECHNIQUES COURSE OUTLINE NO. 42

19-24 Oct. 1959

MONDAY

Orientation

Purpose of Course

Course Outline

Security

Each student will give a 5 minute talk related to himself and covering such items as early life, education and subject matter studied, work history, armed forces experiences, travel, agency experiences and work (unclassified)

Study period

Read handouts "Principles of Learning" and "Principles of Teaching"

Class Discussion

Principles of learning/teaching

Study period

Read handout "Building Tools for Evaluation"

Class Discussion

Evaluation procedures and techniques

TUESDAY

Study period

Read handout "Speech Techniques" Each student will prepare a 5 minute talk on some Current Events subject related to their teaching field

Class discussion

Techniques of speaking

Student talks on Current Events. Oral critique by class/instructor

Study period

Read handout "Methods of Instruction: The Lecture". Each student will prepare a 15 minute lecture on some phase of his own subject matter area.

Class discussion

Techniques of lecturing

Each student will present his 15 minute lecture. Evaluation by class/instructor using rating form.

WEDNESDAY

Study period
Read handout "Discussion Techniques in Teaching"

Class Discussion
Discussion techniques--seminar, conference, panel, small group, etc.

Each student will be prepared to conduct a 20 minute session of his choice on some phase of his subject matter area. Other students will serve as members of the discussion group (if needed). Evaluation by class/instructor

THURSDAY

Study period
Read handout "The Lesson Plan" and "Meeting Training Needs"
Each student will prepare a lesson plan on some phase of his subject matter area. This lesson plan should cover approximately 30 minutes in presentation time.

Class Discussion
Principles of lesson planning
Each student will briefly outline to the class the procedure he intends to use in giving this lesson to the class.
Instructor and class will critique the outlined procedure.

Study period
Read handout "Training Aids"

Class Discussion
Types and uses of training aids

Class will visit local Training Aids shop to observe its instructor support facilities as well as examples of training aids.

FRIDAY

Study period
Review of previous work
Final preparation of Lesson Plan for presentation

Student presentation of lesson as developed above. 30 minutes for each student. Instructor/class will evaluate each presentation.

NOTE: Each student will prepare his final Lesson Plan in sufficient copies so that the instructor and each class member will each have a copy at the time of presentation.

A number of training films will be used during this course and shown where pertinent to the material discussed.

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INSTRUCTIONAL TECHNIQUES

15 Jun - 26 Jun 1959

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